

THE UNITED STATES ARMY WAR COLLEGE

# ACADEMIC PROGRAMS

## ACADEMIC YEAR 2015



## Commandant's Message



The U.S. Army War College was founded in 1901 by Elihu Root, Secretary of War for President Theodore Roosevelt. Root envisioned an institution whose purpose was "not to promote war, but to preserve peace by intelligent and adequate preparation to repel aggression." He directed its students to consider three great strategic issues: "national defense, military science, and responsible command."

Root's vision remains as valid today as it was in 1901. Accordingly, the U.S. Army War College curriculum continues to educate students in the strategic art—that is, the formulation of military strategy, the planning and execution of campaigns and major operations, and the leader skills necessary to succeed at the strategic level. The educational experience helps students adjust their intellectual focus from the tactical and operational levels, where the bulk of their experience resides, to the strategic level of war. Concurrently, it exercises students in critical thinking, complex problem-solving, and effective and courageous communication.

Whether enrolled in the Resident or Distance Education Program, The War College experience offers students the potential for significant professional and personal growth. The benefits of the U.S. Army War College year are great, but so, too, are the challenges that lie ahead. I wish our students great success, both at the U.S. Army War College and in their subsequent service to the Nation.

*Strength & Wisdom!*

A handwritten signature in black ink, appearing to read "W. Rapp".

WILLIAM E. RAPP  
Major General, U.S. Army  
Commandant

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# Part I: Introduction to the U.S. Army War College

## Historical Perspective\*

General Order 155 established the U.S. Army War College (USAWC) on 27 November 1901. The Secretary of War, Elihu Root, laid the cornerstone for Roosevelt Hall, the Army War College building, at Washington Barracks (now Fort McNair) on 21 February 1903. In his dedication speech, Root challenged the USAWC “to preserve peace by intelligent and adequate preparation to repel aggression, through studying and conferring on the great problems of national defense, military science and responsible command.” These three topics have guided the USAWC throughout its history.

The “First” Army War College, which lasted until America’s entry into World War I, reflected a tentative search for identity typical of an institution in its formative stage. Founded to improve the professional preparation of senior officers (whose command and staff performance during the Spanish-American War had been notably poor), the Army War College became an element of the War Department General Staff and performed war-planning duties.

Those duties immersed students in practical military problems of the period with an obvious short-term training payoff. The program focused on the issues of national defense and military science and was essentially “learning by doing.” The curriculum emphasized high-level tactics, campaign planning, and war planning. Despite the experiences of the Spanish-American War, however, there was little attention paid to preparing for and executing a national mobilization. The immediate aim was to qualify students for service as General Staff officers in the War Department and major commands. During these early years, there was no formal academic program or theoretical study, and acquisition of knowledge took hold only gradually. Because of the risk that day-to-day duties with the General Staff would dilute essential academic and theoretical concerns, the faculty sought to balance learning and doing by emphasizing map and command post exercises, staff rides, and



Roosevelt Hall, the original home of the U.S. Army War College in Washington DC (present-day Fort McNair)

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\* Adapted from LTG Richard A. Chilcoat, “The “Fourth” Army War College: Preparing Strategic Leaders for the Next Century,” *Parameters*, Winter 1995-96, pp. 3-17, and Ruth Collins, William T. Johnsen, et al, “Educating Strategic Leaders in an Age of Uncertainty: The Future of Military War Colleges,” Smith Richardson Study, January 2005.

analyses of Civil War battles and maneuvers.

The “Second” Army War College emerged in the years following World War I as the Nation evaluated the lessons from its first industrial-age conflict. The shortcomings of the War Department General Staff in planning and carrying out a national mobilization for World War I had been painfully obvious. Consequently, when USAWC reopened in 1919 after a two-year interruption during World War I, the program of study emphasized preparing the Nation for war.

The Second U.S. Army War College expanded and consolidated its role as an educational institution in which the presentation of formal instruction became paramount. Content began to include the political, economic, and social issues that create the context for decisions at the highest levels of government. Instruction in “responsible command,” the third of Root’s defining imperatives, was included in the curriculum. Also included was the study and analysis of history, which was aided by the transfer of the Historical Section of the War Plans Division to the U.S. Army War College in 1921. Although USAWC had been split from the General Staff in 1916, it continued the mission of preparing officers for General Staff duties in the War Department, as well as for command and staff work at senior levels.

USAWC shut its doors again in 1940. World War II marked the total mobilization of warring powers and the emergence of the ultimate expressions of industrial warfare—massed armor, high-performance aircraft, carrier task forces, and the atomic bomb. Despite the disruptions of the war and its turbulent aftermath, the Nation’s military leaders devoted a surprising degree of attention to realigning intermediate and senior education in the armed forces. The Army and Navy Staff College, activated in 1943, became the National War College in 1946. The Army Industrial College, established in 1924, became the Industrial College of the Armed Forces also in 1946 (renamed the Dwight D. Eisenhower School for National Security and Resource Strategy in 2012), while the Armed Forces Staff College opened in 1947.

The “Third” U.S. Army War College began in 1950, when USAWC reopened at Fort Leavenworth after a ten-year hiatus. In 1951, it moved to moved to Carlisle Barracks, its present location. The Cold War, more than any other influence, shaped the institution organizationally and educationally over the next 40 years. For example, the three resident teaching departments—National Security and Strategy (DNSS); Military Strategy, Planning, and Operations (DMSPO); and Command, Leadership, and Management (DCLM) (corresponding to Root’s national defense, military science, and responsible command, respectively)—assumed their present form. The Department of Corresponding Studies, precursor to today’s Department of Distance Education (DDE), also came into being.

USAWC’s curriculum during these years mirrored the evolution of U.S. defense strategy, ranging from Eisenhower’s massive retaliation in the early 1950s to the flexible response of later years. Even as it fought peripheral wars in Korea and Vietnam, the Army always saw its overriding priority as the defense of Western Europe. The North

Atlantic Treaty Organization (NATO) prepared to wage high-intensity war against the Warsaw Pact; this style of war featured the phased, sequential clash of huge armored and mechanized formations supported by air, artillery, and missiles relatively close to the line of contact. The ever-present threat of escalation to nuclear war conditioned all theater strategic designs.

The aim of the Third U.S. Army War College was to prepare students for high-level command and staff positions in which they would plan and execute the type of warfare envisaged above. But USAWC went beyond preparing for the next war by broadening and elevating the politico-military perspective of its graduates and by imparting a range of proficiencies that might more properly be thought of as purely educational.

Because of the extended duration of the Cold War, USAWC adopted a longer view of the skills its graduates would need. New doctrine and the evolution of joint and coalition warfare required USAWC to move beyond tactics to examine operational art and theater strategy. Accordingly, USAWC added national military strategy, grand strategy, and international security affairs to the curriculum; additionally, it introduced students to theoretical concepts for running large organizations. Time was made available in academic programs for students to develop their research, writing, thinking, and communication skills. Through personal assessment inventories, the USAWC encouraged students to engage in personal growth and maturation.

The “Fourth” U.S. Army War College began with the end of the Cold War. The breaching of the Berlin Wall, collapse of the Soviet Union, dawning of the Information Age, terror attacks of 11 September 2001, and the subsequent wars in Afghanistan and Iraq presented a new set of challenges to strategic leaders. USAWC adapted by adding important new topics to the curriculum, such as homeland security and defense, peacekeeping and stability operations, Nation building, and military support to civilian authorities. While the curriculum continues to prepare students to fight conventionally, it places added emphasis on conflicts that are unconventional, transcend national borders, and are influenced by the ubiquity of information and the rapidity of communication.

The Fourth U.S. Army War College has seen an improvement in the quality of the academic program through accreditation of joint professional military education and a Master of Strategic Studies (MSS) degree. These and other advances reflect the ongoing effort of USAWC to provide the best possible educational experience for its students. In this regard, USAWC is both an educational and a learning institution. It prepares its graduates for strategic leadership while continuously assessing its



Root Hall, the present home of the U.S. Army War College at Carlisle Barracks, Pennsylvania



programs to remain relevant to the needs of the Army and Nation.

**Mission:** USAWC educates and develops leaders for service at the strategic level while advancing knowledge in the global application of Landpower.

**Commandant's Intent:** The purpose of USAWC at this time in our Nation's history is to produce graduates from all our courses who are skilled critical thinkers and complex problem solvers in the global application of Landpower. Concurrently, it is our duty to the Army to also act as a "Think Factory" for Commanders and Civilian Leaders at the strategic level worldwide and routinely engage in discourse and debate on ground forces' role in achieving national security objectives. We will accomplish this dual purpose along the following lines of effort:

1. Provide high quality professional military education at the strategic level that further develops accomplished officers and civilians, both graduates and faculty, who depart our institution armed with the right balance of theory, history, practice, and communication skills to clearly articulate options for solutions to complex strategic problems and immediately be of value to any organization.
2. Aggressively conduct research, publish, engage in discourse, and wargame with the entire faculty, staff, students and fellows; generate ideas and test concepts as the Army's intellectual broken field runner for the application of Land Power at the strategic level.
3. Conduct strategic leader development through agile, constantly-reviewed and updated courses of instruction and other products that advance strategic leadership skills and senior leader abilities in the Profession of Arms.
4. Recruit, develop and retain a high-quality faculty and staff.

### **Program Learning Objectives**

To accomplish its mission in accordance with the Commandant's intent, the USAWC presents a curriculum designed to produce graduates who can:

1. Think critically and creatively in applying joint warfighting principles at the strategic level.\*
2. Communicate clearly, persuasively, and courageously.
3. Anticipate and adapt to surprise and uncertainty.\*
4. Recognize change and lead transitions.\*
5. Make ethical decisions and promote military culture that reflect the values and traditions of the Profession of Arms.\*

6. Operate on intent through trust, empowerment, and understanding (Mission Command).\*
7. Assess the strategic security environment and the contributions of all instruments of national power.\*
8. Apply theories of war and strategy to national security challenges.
9. Assess the processes and relationships of the Department of Defense, as well as those of interagency, intergovernmental, multinational, and non-governmental organizations.
10. Appreciate the utility of, and creatively employ, Landpower in joint, interagency, intergovernmental, and multinational operations.

\*Adapted from the Chairman of the Joint Chiefs of Staff's Desired Leader Attributes (2013)

## **Educational Philosophy**

Education at USAWC conforms to an inquiry-driven model of graduate study. It leverages theory, history, concepts, and systems in examining issues relating to national security policy, military strategy and operations, and leadership. Central to the educational experience is the core curriculum, which develops an intellectual foundation upon which electives, exercises, and seminars build. Core courses provide a base of knowledge that allows students to exercise professional judgment on strategic choices relating to national security. Additionally, they provide a venue for student debate on controversial and complex topics. Finally, they exercise students in how to think rather than what to think.

Students must understand the links between policy, strategy, and operations on the one hand, and the elements of national power on the other hand. Toward this end, USAWC:

1. Challenges students to study relevant theory, history, and the global strategic environment while introducing them to the critical thinking tools needed by strategic leaders;
2. Helps students understand the key tenets of national security strategy and how the elements of national power—diplomatic, informational, military, and economic—can promote and protect U.S. national interests;
3. Reinforces that defense strategy is derived from, and supports, national level strategic guidance. Students must grasp the processes by which the defense strategy establishes strategic direction and provides guidance for joint operations planning; and
4. Emphasizes the link between the strategic and operational levels of war by exercising students on theater-level campaigning, unified action, joint and single service

operations, functional component activities, and multinational warfare across the spectrum of military operations.

The USAWC experience nurtures students' intellectual, physical, and personal growth. Solid family, peer, and community relationships are essential to professional and personal growth. A student's educational experience is viewed holistically. The charge is to prepare students for senior leadership in their service or agency and to meet the broad range of responsibilities and challenges that lie ahead. The measure of our success is the contribution USAWC graduates will make during the remainder of their careers.

## **Enduring Themes**

The design of the USAWC core curriculum aligns with Elihu Root's emphasis on the "great problems of national defense, military science and responsible command." Linking these broad topics are several enduring themes that lend focus and coherence to the academic experience.

1. Strategic Leadership and the exercise of discretionary judgment.
2. Relationship of Policy and Strategy (relationship between ends, ways, and means).
3. Instruments of national power and potential contributions to national security.
4. Professional ethics.
5. Civil-military relations.
6. Instruments of war and national security.
7. History as a vehicle for understanding strategic alternatives and choices.

## **Professional Military Education (PME)**

The U.S. Army puts heavy emphasis on professional military education. USAWC is the culmination of that education, as it prepares colonels and lieutenant colonels for service at the strategic level. Whether a student completes the educational program in residence or at distance, the experience is foundational to his or her success after graduation and required for promotion to general officer.

## **Joint Professional Military Education (JPME)**

The focus of senior-level PME is to prepare students for positions of strategic leadership. Within the PME continuum, JPME develops joint warfighting competencies and familiarizes students with the cultures of the military Services. A multi-Service (and

civilian) student body, taught by a multi-Service (and civilian) faculty, develop the competencies to deal with national security challenges in a joint, interagency, intergovernmental, and multi-national environment.

USAWC is accredited by the Chairman of the Joint Chiefs of Staff as a provider of joint education at the senior level. Upon graduation, USAWC students receive Phase I ("JPME I") credit for the Distance Education Program and Phase II ("JPME II") credit for the Resident Education Program. For an explanation of the difference between Phase I and Phase II credit, consult the most current *Officer Professional Military Education Program* (CJCSI 1800.01D), published by the Joint Staff, J7.

### **Accreditation**

USAWC is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Additionally, USAWC is accredited by the Chairman, Joint Chiefs of Staff, as a program for joint education, and by the U.S. Army Training and Doctrine Command as a program for U.S. Army education and training.

## **Part II: Admissions Policies**

### **Military**

Each military Service uses its own procedures for selecting officers for attendance at senior-level colleges. The selection process is centralized and competitive, as officers chosen for schooling are typically in the top 10 percent of their peer groups.

Army colonels and lieutenant colonels are eligible for selection through their 25th year of service. Completion of intermediate-level education (e.g., Command and General Staff College) and possession of a baccalaureate degree are prerequisites for selection. AR 350-1 governs Senior Service College selections for active Army, U.S. Army Reserve (USAR), and U.S. Army National Guard (ARNG) officers.

Senior Service College is voluntary for all Troop Program Unit (TPU), Individual Ready Reserve (IRR), Individual Mobilization Augmentee (IMA) officers, and Active Guard Reserve (AGR) officers. Eligible and interested officers in these categories must submit an application packet in accordance with the instructions on the USAR Resources Command website.

Within the USAR, a board meets annually to select qualified officers in the TPU, IMA, and AGR programs. The board designates selected officers as either a primary or an alternate on an Order of Merit List (OML) for both the Resident Education Program and Distance Education Program. The selection list normally is announced in December or January for the following academic year.

Within the ARNG, the annual selection process starts with each state inviting eligible colonels and lieutenant colonels to submit application documents. A state board of colonels evaluates the applications and develops an OML for approval by the Adjutant General. The Adjutants General forward their approved lists to the National Guard Bureau, where a national board of colonels evaluates the files and develops two OMLs—one each for the Resident Education Program and the Distance Education Program. Both OMLs identify primary and alternate selectees. The Chief, National Guard Bureau (CNGB), is the approval authority for both OMLs.

The CNGB returns the approved OMLs (but not the alternate lists) to the states. The State Joint Force Headquarters of each state notifies the selected officers early in the calendar year, and officers accept or decline enrollment for the following academic year. Final lists are released to the Senior Service Colleges in March.

### **Department of the Army Civilians**

Department of the Army Civilians (DAC) wishing to attend USAWC must apply



according to the standards in AR 350-1.

The Army G3/5/7 determines the annual allocation of seats for DACs in the Resident Education Program and Distance Education Program. Civilians are selected through a centralized selection board. They must be at the grade of GS/GM-14 or higher, have at least 3 years in a full-time Department of the Army position, and have leadership experience. The Civilian Senior Leader Management Office (resident in the Office of the Assistant Secretary of the Army for Manpower and Reserve Affairs) handles applications. Details on the application process and eligibility requirements can be found in Chapter 2 of the Army Civilian Training, Education, and Development System Training Catalog at: <http://cpol.army.mil/library/train/catalog/ch02gen.html>.

DACs may also compete for Senior Service College attendance within the Defense Senior Leader Development Program (DSLDP).

### **Department of Defense (DoD) Civilians**

Applicants must submit their applications through their Defense Senior Leader Development Program representative. Each DoD component has its own process for selecting candidates, and the DoD runs a centralized selection board.

DoD applicants must be full-time employees at the grade of GS/GM-14 or higher to enroll in the Resident Education Program. More information on the selection process is available at [www.cpms.osd.mil/jlidd/dslldp/DSLDP\\_Program.aspx](http://www.cpms.osd.mil/jlidd/dslldp/DSLDP_Program.aspx).

DoD civilians in the grade of GS-13 and above can enroll in the Distance Education Program. Applicants should contact the Department of Distance Education for enrollment information.

### **Non-DoD Civilians**

Civilian employees of other federal agencies seeking enrollment in the resident or distance programs should work through their respective chain of command. For more information, contact the USAWC Registrar's Office, 717-245-4166.

### **Commandant Invitations to Civilians**

The Commandant may invite up to seven students from selected federal agencies to enroll in the Resident Education Program. Nominees from these agencies are competitively selected from within their parent organizations.

### **International Fellows**

The Chief of Staff of the Army invites International Fellows from select countries to attend the Resident Education Program and Distance Education Program each year. These programs offer an opportunity for International Fellows to participate with U.S.

students in seminar and to study, research, and write on subjects of significance to the security interests of their own and allied nations. The International Fellows establish mutual understanding and rapport with senior U.S. officers and foreign officers and enrich the educational environment of USAWC. Since the International Fellows are immersed in U.S. culture, they have an opportunity to acquire firsthand knowledge of the United States and its institutions through study and travel.

### **Commandant's Diploma Program**

The Commandant may directly enroll a small number of USAWC personnel into the Distance Education Program. See CBks Memorandum 351-3 for further details.

### **USAWC Fellows Program**

The Department of the Army annually selects up to 90 officers from the active and reserve components as USAWC Fellows. In lieu of the Resident Education Program, the Fellows spend the academic year at institutions of higher learning around the country and overseas. For a list of current fellowships, contact the director of the USAWC Fellows Program in the Strategic Studies Institute.

USAWC Fellows are assigned to the USAWC with duty at the hosting institutions. Fellowships offer unique broadening experiences and, for some officers, expertise in technical subjects that cannot be acquired easily at a senior service college. The Fellows are considered ambassadors of USAWC and the Army at the host institutions. They stay in close contact with USAWC through frequent communication with the program director and affiliation with a resident seminar. Additionally, they are assigned a USAWC faculty mentor and a senior Army mentor (usually three- or four-star general or civilian equivalent) to help them make the most of the fellowship year.

Upon completion of the fellowship year, Fellows receive a USAWC certificate indicating that they have met all requirements expected of a DoD Senior Service College graduate. They do not receive credit for JPME I or JPME II, nor are they eligible for the Master of Strategic Studies degree.

### **Chief of Staff of the Army Senior Fellowship Program**

Each year the Army selects a handful of officers for the Chief of Staff of the Army Senior Fellows Program. These officers already have completed senior service college (or a USAWC Fellowship) and thus receive another opportunity for intellectual broadening. USAWC is the Chief of Staff's executive agent for the Senior Fellowship program.

Army Senior Fellows develop professional networks, engage civilian counterparts, and develop a sophisticated understanding of policy- and decision-making at the strategic level within the federal government. In addition, they serve as ombudsmen between the Army and influential civilian leaders and institutions. They leverage their professional

experience and education (military and civilian) to develop intellectual products for the Army and host institutions.

### **Service Obligation**

Army officers in the active component incur a two-year active duty service obligation (AR 135-91 and AR 350-100). Those in reserve components incur a two-year service obligation (AR 350-1) not to exceed their mandatory retirement date. All Army officers participating in the USAWC Fellows Program incur a two-year service obligation (AR 621-7).

Department of the Army Civilians must agree to serve in the government for an additional 30 months after completing the Resident Education Program and 24 months after completing the Distance Education Program.

Students from sister services or other government organizations are subject to the service obligations of their respective components.

## **Part III: Academic Policies and Procedures**

### **Master of Strategic Studies Degree (MSS)**

Enrollment in the MSS degree program requires the possession of a baccalaureate degree or equivalent from a regionally accredited institution. All students must request that their undergraduate transcript be mailed directly from their undergraduate institution to the USAWC Registrar's Office. International Fellows seeking enrollment in the MSS degree program who do not possess a baccalaureate degree from an accredited U.S. institution must submit their transcripts and supporting documentation to the USAWC Registrar for assessment by an outside review body to determine the equivalency of their degrees.

International Fellows must demonstrate high proficiency in the English language to participate in the MSS degree program. The standard measure of proficiency is the Test of English as a Foreign Language, and USAWC requires a minimum score of 83. International Fellows whose first language is English or whose country is listed in the annual Defense Security Cooperation Agreement exemption memorandum are exempt from taking the test.

### **Acceptance of Transfer Credits**

Due to the specialized nature of the curriculum, transfer of credits from other institutions will not be accepted.

### **Graduation Requirements—Resident Education Program**

Graduation requirements must be satisfied by the last day of classes for a student to be eligible to receive a USAWC diploma and/or an MSS degree. For U.S. students and International Fellows pursuing the MSS degree, the academic requirements are the same for the USAWC diploma and the MSS degree. International Fellows may opt out of the MSS degree and pursue the USAWC diploma only.

Graduation requirements are as follows:

1. A minimum assessment numerical score of 3- (Pass) in all coursework totaling of 37 credit hours.
2. A minimum assessment of "Meets Standards" in the Comprehensive Oral Examination.
3. A minimum assessment numerical score of 3- (Pass) on the strategy research project (SRP).

4. Participation in the three national security staff rides and National Security Seminar.

5. An Individual Learning Plan (ILP) established in concert with the student's faculty adviser.

6. International Fellows not pursuing the MSS degree may satisfy the SRP requirement in other ways. See the Communicative Arts Directive for additional information.

7. All U.S. students are required to conduct at least one public speaking engagement in front of a civilian audience before graduation. Consult the Communicative Arts Directive for additional information.

8. For Army personnel (all components), a current Army Physical Fitness Test (APFT) must be on file.

### **Graduation Requirements—Distance Education Program**

Graduation requirements must be satisfied by the last day of classes for a student to be eligible to receive a USAWC diploma and/or an MSS degree. For U.S. students and International Fellows pursuing the MSS degree, the academic requirements are the same for the USAWC diploma and the MSS degree. International Fellows may opt out of the MSS degree and pursue the USAWC diploma only.

Graduation requirements are as follows:

1. A minimum assessment numerical score of a 3- (Pass) in all coursework totaling of 36 credit hours.

2. A minimum assessment numerical score of 3- (Pass) on the PRP.

3. Successfully complete both two-week resident courses.

### **Academic Standards**

A student's primary duty is to meet all academic requirements and to participate actively in all scheduled classes. Students must complete all individual and group academic assignments and are expected to accomplish required readings, study, or research in advance of classes as specified in course directives or by their instructors.

Instruction is presented at the graduate level. Students will be questioned on issues and challenged to defend their positions. They are expected to conform to basic rules of courtesy and etiquette at all times; however, special attention to this requirement is



expected during guest lectures and seminar discussions. Written work must be of graduate-level quality in substance and form. In general, papers will stress analysis, synthesis, and evaluation rather than description. Papers are expected to be concise, complete, logically organized, grammatically and stylistically competent, and, where appropriate, contain a clear and well-supported thesis. Individual knowledge and views should be presented and supported. While students are encouraged to exchange views and solicit advice and opinions from others, written products must represent individual work.

## **Plagiarism**

Plagiarism is the act of representing someone else's intellectual work as one's own. Plagiarism violates standards of conduct expected of senior military officers and civilians and is grounds for dismissal. This admonition applies equally to written work, oral presentations, and briefings. Substantiated charges of plagiarism will result in an assessment of a Failure to Meet Academic Integrity and can result in disenrollment from the USAWC and potentially other forms of administrative action.

## **Non-attribution**

Freedom of expression is encouraged in all academic venues. Guest lecturers, faculty, and students are encouraged to speak openly. To support the free exchange of ideas, USAWC adheres strictly to a policy of non-attribution. If referring to a previous speaker or discussion, students and faculty should phrase their remarks in general terms to assure protection of the original speaker's identity. This policy applies to lectures, videos, forums, and any other presentations made available to USAWC students.

## **Academic Freedom**

USAWC strenuously protects academic freedom for its faculty and students. Reciprocally, faculty and students must strenuously pursue factual accuracy and safeguard classified information. The combination of individual responsibility and academic freedom contributes to the institutional integrity of the USAWC. Specific details, particularly clearance of written products for publication, can be found in USAWC Memorandum 351-9, Academic Freedom.

## **Attire**

USAWC students are expected to present a professional appearance during all academic events. Daily uniform/dress standards are specified in the academic schedule.

For most events, military personnel have the option to wear either the Class B uniform (or other Service equivalent) or business attire, while civilian students are expected to wear business attire (suit or sport coat and tie for men and equivalent dress for women). The Commandant may sometimes change the uniform to meet mission requirements or weather conditions.

## **Physical Fitness**

A commitment to excellence includes a rigorous approach to the development of physical stamina and strength, maintenance of optimal body fat composition, and leadership by example through the setting of sound health and fitness practices. Physical fitness is an individual responsibility for all members of the class. Assessments of physical fitness will be conducted in accordance with governing regulations of each military service or agency.

All Army students must meet weight standards as described in AR 600-9 at the time of their acceptance into the program. Those in the Resident Education Program are weighed on arrival at the USAWC. If necessary, they will provide a copy of their DA Form 5500/5501, Body Fat Worksheet, or DA Form 3349, Physical Profile. Army students in both the Resident Education Program and Distance Education Program are required to report their current Army Physical Fitness Test score to the Registrar's Office prior to graduation. Army students who cannot pass the test will graduate, but Item 11.c. of their Form 1059 will be annotated "Marginally achieved course standards," and Item 14 will be annotated "Failed to meet APFT standards."

## **Seminar Learning Model**

The seminar is the basic organizational and instructional unit at the USAWC. All classes are organized into seminars and are under the direction of a faculty instructor team.

The USAWC strives to provide maximum diversity (Army component, military branch, multi-service, civilian, and international) possible within seminars. A seminar comprises an aggregate of over 300 years of diverse experience and knowledge. Faculty members liberally draw upon this experience in seminar discussions.

Seminar discussions foster student learning as they pursue the broad problems of national and international affairs and military art and science. Students face the challenge of submitting their ideas for critical seminar group appraisal and discussion. In turn, students benefit from the knowledge and experience of their peers.

## **Faculty Advising and Feedback**

In the Resident Education Program, performance feedback is detailed, personalized, and confidential. Faculty instructors meet with students during core or elective courses for both formal and informal feedback sessions if academic progress appears to be below acceptable standards. Additional formal feedback sessions between students and their faculty advisers occur within the first 60 days of school, prior to winter recess, prior to spring recess, and during the last month of school. These sessions provide an opportunity for students to review their goals and objectives and academic progress to date. Faculty advisers discuss Course Evaluation Reports provided by other faculty members to assist in assessing students' strengths and weaknesses. These reports,

completed at the end of each course, augment the faculty adviser's observations and provide the basis for counseling and guidance.

In the Distance Education Program, faculty instructors submit written assessments on all course requirements and final evaluations. These evaluations include comments on individual papers and contributions to exercises and discussions in both the resident phases and during online collaborative forums. A formal written course evaluation is provided to the student at the conclusion of each course. Additionally, instructors give individual feedback on academic progress during the resident courses at Carlisle Barracks. Faculty advisement for students with poor writing skills is also available. At any time, a student can contact a course author, faculty instructor, or staff member for advice.

## **Evaluation**

USAWC students are assessed against course-specific standards, not each other. USAWC uses the following evaluation system:

1. Outstanding (5)
2. Exceeds standards (4)
3. Meets standards (3)
4. Needs improvement (2)
5. Fails to meet standards (1)

Faculty may further indicate qualitative performance with the addition of “+” or “-” to the numerical grades above (except for “fails to meet standard”). As a general rule, students must meet or exceed the standards for every requirement to graduate. If a student receives an overall grade of “incomplete” for a course evaluation, the student will be put on probation and required to revise and improve the course work. CBks Memorandum 623-1 provides more detailed information on student evaluation.

## **Student Awards Program**

The USAWC recognizes students for excellence in research, writing, and public speaking. The USAWC Communicative Arts Directive has greater detail on the awards program.

## **Distinguished Graduates**

USAWC recognizes students as Distinguished Graduates based on their performance during the academic year. The selections are based on students exceeding standards. Within the Resident Education Program, students are evaluated in the core and elective

courses, on the strategy research project, and during the comprehensive oral exam. Within the Distance Education Program, Distinguished Graduates will be determined by overall grade point average.

### **Academic Records**

At the end of the academic year, students receive an academic evaluation report or equivalent service or agency-specific report.

Academic records, including undergraduate transcripts and academic evaluation reports, are maintained in the Registrar's Office.

## **Part IV: Academic Program**

### **Resident Education Program**

The Resident Education Program consists of approximately 190 academic days stretching from late August to early June. Six core courses, the strategy research project (SRP), comprehensive oral examination, three national security staff rides, and the weeklong National Security Seminar (NSS) together constitute the core curriculum, totaling 27 credits. In addition to the core courses, students must take elective courses totaling 10 credits. Students also can take optional special and complementary programs as desired.

### **International Fellows Orientation**

International Fellows attend a mandatory six-week orientation prior to the start of the academic year. The orientation includes approximately two weeks of in-processing and allows the Fellows to address administrative issues such as securing a home, transportation, acquiring a driver's license, establishing a bank account, etc. The following four weeks are primarily dedicated for the execution of the Field Studies Program (FSP) as required by U.S. Army Regulation 12-15. The FSP is focused on providing the International Fellows with an understanding of U.S. values and culture through experiential learning such as: visits to local, state, and federal government activities; visits to public health and educational institutions; exposure to free speech and media; contact with civil society groups, etc.

### **International Fellows English Language Academic Preparatory Course (APC)**

The International Fellows Program offers a ten-week English Language program prior to the International Fellows Orientation Program. The intent of this program is to improve the ability of International Fellows to use English in an academic environment. The program focuses on strengthening abilities regarding academic reading, research, presentation, vocabulary and writing. The program also includes advanced grammar concepts and practice for the Test of English as a Foreign Language (TOEFL).

### **Core Courses**

#### **LM2201: Strategic Leadership (SL)**

SL develops in students an appreciation of the uniqueness of the strategic leadership environment and the accompanying required knowledge, skills, and abilities necessary to lead in a volatile, uncertain, complex, and ambiguous environment. It focuses initially on the application of strategic thinking skills to assess and creatively address the host of challenges strategic leaders must face to include scanning the future for trends and issues, managing and changing the organizational culture, leading the profession,



establishing a positive command climate within the senior leader team, and making strategic and ethical decisions.

### **NS2200: Theory of War and Strategy (TWS)**

TWS prepares students for service at the strategic level through the study of war and strategy. The course emphasizes a theoretical approach to war and strategy and sets the intellectual framework for all subsequent courses. The course provides introductory instruction on political science and international relations theory to give the students the necessary tools and models from those disciplines to think about conflict as well as an understanding of the causes and uses of war. It then examines a wide range of theories of war and strategy with emphasis on the strategic level.

### **NS2201: National Security Policy and Strategy (NSPS)**

NSPS prepares students for service at the strategic level through the examination and study of key national security issues, national security policy and strategy formulation, the instruments of national power and the U.S. Government processes for integrating, balancing and synchronizing the instruments of power in promoting and protecting the national interest. Additionally, key national strategy documents to include the National Security Strategy (NSS), National Defense Strategy (NDS) and the National Military Strategy (NMS) are examined as products of the strategy formulation process.

### **WF2200: Theater Strategy and Campaigning (TSC)**

TSC focuses on the examination and implementation of national guidance through the application of joint doctrine, translated into theater strategies and campaign plans to conduct joint, unified, and multinational operations. This course provides a detailed exploration of the U.S. military ways and means that connect operational efforts to strategic ends (policy aims). It helps students understand and evaluate doctrine, organizations, and concepts. Finally, it supports the Regional Studies Program (RSP) to emphasize contemporary application of U.S. operational doctrine to serve U.S. national security interests in specific regions.

### **LM2202: Defense Management (DM)**

DM provides the tools necessary to understand how strategic guidance is used to develop trained and ready combat forces for the Combatant Commanders. It addresses the systems and processes used by Defense, Military Departments, and the Joint Staff in terms of the underlying purposes for the systems and processes and the specifics of how they operate today. It includes the ability to assess current systems and make improvements.

## **NS2202-07 and NS2249: Regional Studies Program (RSP)**

The School offers a program of seven Regional Studies Courses (RSC) covering Africa (sub-Saharan), the Americas (North and South America), East Asia (China and surrounding region), South Asia (Afghanistan, Pakistan, India and surrounding countries), Europe (Western and Eastern Europe), Eurasia (Russia, Caspian/Black Sea and Inner Asia), and the Middle East (including North Africa). The courses explore a region in greater depth to examine how culture can affect policy and strategy formulation, implementation, and outcome. Each student will enroll in one RSC.

## **AA2206: Strategy Research Project (SRP)**

All resident students are required to complete an individual SRP. The project is an opportunity to leverage the core curriculum to engage in independent thinking, research, inquiry, and writing. The SRP must be strategic in character, i.e., designed to answer a question of strategic importance. The annual Key Strategic Issues List (KSIL) published by the Strategic Studies Institute is a helpful starting point. Most SRPs are entered into the Defense Technical Information Center (DTIC) and, thereby, are made available to assorted agencies and publics. Increasingly, SRPs are being accepted for publication in outlets concerned with strategic issues, national security, and international affairs.

## **Comprehensive Oral Examination**

Each student must pass a comprehensive oral examination at the end of the core curriculum. The exam is structured as a dialogue between the student and the faculty members. The student is assessed on his or her ability to address complex topics clearly and succinctly, express multiple perspectives concerning strategic issues, and demonstrate his or her personal self-awareness and frames of reference as they apply to strategic issues and topics. This dialogue will occur within the context of the topics covered during the core curriculum and may also incorporate the student's proposed SRP topic.

## **National Security Staff Rides (NSSR)**

Resident students participate in three staff rides, each a distinct experiential learning event and integral to the curriculum. NSSR #1 to Gettysburg in September takes a strategic look at the complexities of the profession of arms and the use of force to achieve political ends as well as the insights on generalship, command, and leadership. NSSR #2 to New York City (NYC) in March emphasizes an understanding of the diplomatic, informational and economic instruments of national power. Spouses may participate in the NYC event at their own expense. NSSR #3 to the National Capitol Region in May features visits to federal agencies and Congressional offices.

## **Annual Strategy Conference**

Occurring each year for three days in April, the USAWC Annual Strategy Conference brings together military, government, business, and academic leaders to discuss a key strategic issue. The conference serves as an outreach vehicle that develops key professional relationships, which in turn lead to high-quality research, analysis and policy recommendations. Students and faculty participate as panelists and audience members throughout the conference.

## **National Security Seminar (NSS)**

The NSS week is the capstone event of the academic year, enabling the synchronization of the entire core curriculum through strategic thinking and dialogue. It also allows the USAWC to reach out to civilian leaders across America, providing an opportunity for them to become better acquainted with the Army and prospective future leaders of our Armed Forces. These selected individuals are incorporated as new members across the seminars. Students, along with their new NSS guests, examine current national security issues.

## **Elective Courses**

Electives provide additional depth and breadth to core course material, special themes, important subjects, or issues that meet personal and professional interests and needs. Each resident student must complete at least 10 credit hours of electives and may take more with the approval of their faculty adviser. For most students, this requirement will equate to five electives. There are no required “tracks” or “concentrations” of elective courses. Special study opportunities granting academic credit are also available. A full listing of electives can be found in the Electives Directive.

## **Special or Complementary Programs**

USAWC offers special and complimentary programs throughout the year that enrich the academic experience and allow students to choose subjects that best suit their personal needs. Students may receive elective credit for these programs.

## **Advanced Strategic Art Program (ASAP)**

ASAP offers approximately 15 selected resident students a concentrated course of study to prepare them to serve in subsequent assignments as advisors to strategic leaders, to include theater strategists and campaign planners. The course aims at the nexus between national policy and theater strategy. This unique program provides students with a solid intellectual foundation by using history, theory, and strategy that will enable them to develop a rich professional perspective on interagency and theater-strategic operations.

## **Carlisle Scholars Program (CSP)**

CSP is a pilot program for students interested in further developing and articulating strategic thought during the academic year. Through competitive analysis of strategic challenges, Carlisle Scholars contribute to a broader strategic dialogue among national security leaders and stakeholders about the problems and opportunities of national security. Participants form a single seminar throughout the academic year which entails a combination of independent work, team work and coordination with faculty. After completing approximately 10 weeks of intense course work, the scholars shift focus to writing articles and advising senior leaders. This unique program integrates the seminar concept of a traditional Professional Military Education experience with the autonomy of a self-directed fellowship.

## **National Security Policy Program (NSPP)**

NSPP provides approximately 15 selected students with an opportunity to immerse themselves in studies necessary to prepare them for the conduct of policymaking and planning at the national and theater levels. Maximum exposure is provided to the analysis of actual case studies, guest speakers who are or have been policy practitioners, student participation in policy-based exercises, and staff rides to relevant agencies. At the conclusion, program graduates are better prepared to serve in critical policy planner positions in the Washington-based interagency community, with any of the combatant commander staffs, and in American billets in international organizations such as NATO and the United Nations.

## **Advanced Defense Management Course (ADM)**

ADM is a tailored elective course that provides selected U.S. students with a detailed understanding of the key processes that underpin force management within the Department of Defense. Students leverage previously learned material from the Defense Management Core Course in order to reach a deeper understanding of the relationship and interdependencies between major defense management systems and processes used to develop forces and capabilities for the Combatant Commanders. The ADM is ideal for students who will serve within the Pentagon on the Office of the Secretary of Defense, Joint or Service Staffs, as well as anyone interested in a better understanding of the major Pentagon processes that drive military programmatic and policy decisions.

## **Joint Warfighting Advanced Studies Program (JWASP)**

JWASP is an intensive elective that prepares U.S. and international officers and civilians to effectively lead and participate in envisioning, planning, and executing joint, interagency, intergovernmental, and multinational operations in support of a multinational force commander. Studies focus on understanding the challenges facing contemporary commanders through the study of senior joint/ combined command, strategic “hotspots,” and the operational design, organization, and execution of theater

level campaigns across the spectrum of warfare. The study of contemporary joint and combined force employment provides a basis for understanding current doctrine and practices while focusing on applying these principles to the operational environment of the 21st century.

### **Joint Land, Air, and Sea Strategic Exercise (JLASS-EX)**

JLASS-EX is a strategic crisis response exercise designed to reinforce the resident course core curriculum topics through in-depth exposure to environmental scanning and analysis, theater campaign planning, crisis action planning, and resource allocation and prioritization. JLASS-EX is conducted in a war gaming environment which has been projected ten years into the future. JLASS-EX is unique among electives in that it involves all of the Senior Level Colleges (SLCs). Students from each SLC, including international fellows, role-play Geographic Combatant Commands, and various policy making interagency organizations.

### **Eisenhower Series College Program**

The Eisenhower Series College Program consists of a panel of about 10 students and a faculty moderator. This group visits public and private colleges and universities throughout the U.S. to discuss national security and public policy issues. The members are selected from student and faculty volunteers based upon their professional experience, education, understanding of national security issues, academic issues, and their ability to communicate with the American public.

### **The Writing Enhancement Program**

The Writing Enhancement Program consists of two non-credit sequentially offered courses that are followed by access to individualized writing assistance. The Effective Writing Lab (EWL) entails eight hours of classroom instruction with a writing expert and is required for selected individuals and open to others on a space available basis. The second non-credit course, Introduction to Strategic Writing and Discourse, is an extension of the initial course with attention to writing course papers, initiating research and starting the SRP. The course entails 10 contact hours of instruction. Enrollment is open to all students on a space available basis, although EWL students have the right of first refusal.

### **Commandant's Lecture Series (CLS)**

CLS presents prominent speakers of the highest quality, representing diverse backgrounds, expertise, and varied perspectives. A limited number of lectures (approximately six) directly support in-depth exploration of a special theme designated by the Commandant. The AY15 CLS theme is "Educating and Developing Adaptive Senior Leaders for a Complex World."



## Noontime Lectures (NTL)

Voluntary noontime lectures on a variety of national and international topics occur periodically throughout the year. These lectures are department sponsored and unless classified, are generally open to anyone in the Carlisle Barracks community.

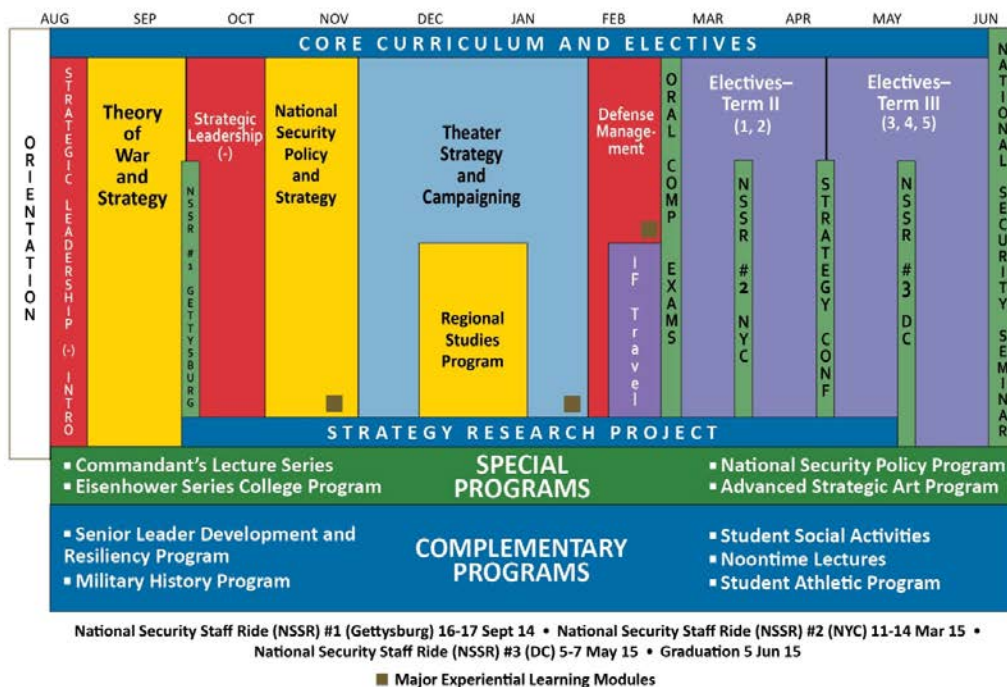
## Military History Program

Military history is integrated throughout the USAWC curriculum. The core curriculum explores the historical dimensions of national security, strategy, operations, and leadership through readings, case studies, and seminar discussion. A variety of voluntary activities serve to supplement this exposure to history. One of these programs is the “Perspectives in Military History” series of evening lectures, which brings distinguished historians to the Carlisle Barracks community throughout the academic year.

## Strategic Leadership Feedback Program

USAWC encourages students to take advantage of a comprehensive assessment of their leadership style and behaviors. The program is designed to increase self-awareness and, consequently, increase effectiveness as a strategic leader. The program culminates with a one-on-one leadership feedback session with a highly trained staff member, providing each student with a detailed assessment of his or her leadership style and the personality resources that support that style.

### Resident Curriculum — Class 2015



## **Distance Education Program**

The Distance Education Program (DEP) consists of an on-line orientation course (including a voluntary, resident orientation weekend), a series of eight online core courses, an on-line elective or research and writing project, and two resident courses, taken over a two-year period, for a total of 36 credit hours. Each course is composed of several blocks subdivided into sections or lessons. The lesson is the basic unit of instruction and consists of selected readings and other educational materials that support accomplishment of course objectives. Course performance is evaluated through writing, forum participation, online examination, and collaborative requirements. Individual student requirements are subjective in nature, based on required study and designed to ensure that course learning objectives are attained.

### **Courses**

#### **DE2300: Orientation**

This course is designed to prepare the student for education at the strategic level. It introduces the student to methods of learning, adult learning concepts, critical thinking skills, and graduate level writing skills. Additionally, it helps students configure their computers, understand the expectations for online forum participation, enter biographical data, and complete a 500-word diagnostic essay. In addition to DE2300, a voluntary, resident orientation weekend is available to students.

#### **DE2301: Strategic Leadership (SL)**

SL provides the doctrinal foundation of the curriculum. The course provides the student the opportunity to assess and evaluate the art and science of strategic leadership skills, competencies and values. In this course, students examine the foundations of leadership at the strategic level with an emphasis on assessing the critical competencies required for strategic leadership. Students analyze the roles and responsibilities of the strategic leader as well as the theory, practice, and challenges involved in civilian-military relations. Students also evaluate strategic decision making to include critical and creative thinking and the importance of ethical decision making. Students further analyze the strategic leader's role in the military profession. Finally, students apply Strategic Leader competencies and decision making factors to a volatile, uncertain, complex and ambiguous environment.

#### **DE2302: National Security Policy and Strategy (NSPS)**

NSPS is focused on American national security and foreign policy formulation. This course provides a theoretical framework for analyzing the complexity and challenges associated with the contemporary international security environment. Students examine the U.S. interagency process and organization for developing and implementing U.S. foreign and security policies. Finally, students are introduced to the U.S. Army War College methodology for formulating security strategies that effectively employ all

instruments of national power in order to secure national interests and objectives.

### **DE2303: War and Military Strategy**

This course examines the history and theory of war and military strategy, providing students with a strategic level understanding of the military instrument of power. The fundamental nature and evolving characteristics of varying levels of conflict provide students with insights about how war and conflict shape strategic thought and military practice. Studying classic and contemporary masters of strategic thought provides a foundation for examining war and formulating current and future military strategy.

### **DE2304: Regional Issues and Interests**

This course examines important transnational challenges to national interests, such as failed and failing states, illicit networks, economic crisis, pandemic diseases, migration, resource scarcity, and climate change in the context of globalization. These issues challenge the prosperity, political capacity and security of many regions and countries around the world. Students examine global hotspots, such as Mexico, Syria, and the South China Sea, as case studies of transnational challenges in specific locations. The course also uses the regional strategic appraisal process to examine the world's several regions, with each student focusing on one of the following as their regional elective: Africa, the Americas, Asia, Europe, the Greater Middle East, and Russia/Eurasia.

### **DE2306: First Resident Course (FRC): Strategic Leadership in a Global Environment**

FRC examines strategic leadership, international relations, national security policy and strategy, war and military strategy, and regional interests. Students attend guest lectures and participate in seminar discussions, embassy and agency visits, a staff ride, and a strategy formulation exercise to better understand the instruments of national power. Students may participate in optional offerings during this two-week period, including the leadership assessment and feedback program and noontime lectures from a variety of nationally recognized experts. The FRC transitions DEP students into their second year of studies, during which they will maintain their FRC seminar membership through graduation.

### **DE2307 Contemporary Security Issues (CSI)**

CSI challenges students to examine contemporary and future concepts that will influence U.S. National Security and war fighting over the next twenty years. The course provides materials to provoke student critical thinking on aspects of warfare in the 21st Century. Topics covered include globalization, irregular warfare, space, cyber warfare and leveraging information in the operational environment (network-centric operations) that incorporate land, sea, air, and space technologies. Students also investigate emerging issues associated with Defense, Joint, and Army Transformation.

### **DE2308: DoD Organization and Processes**

This course examines DoD systems and processes that allow senior civilian and military leaders to translate policy into military strategy, plans, and actions. These systems and processes include the Joint Strategic Planning System (JSPS) and DoD Decision Support Systems including the Joint Capabilities Integration and Development System (JCIDS); the DoD Planning, Programming, Budgeting and Execution (PPBE) process; and the Defense Acquisition System (DAS).

### **DE2309: Theater Strategy Campaigning I**

This course focuses on the operational strategic aspects of planning at the theater level. Students look at the development of theater strategy, and how it links to the overarching guidance received from the civilian leadership. Students also examine how the combatant commanders implement decisions made by that civilian leadership. Finally, the course sets the stage for theater operations by examining the capabilities of the Services, interagency capabilities and joint logistics.

### **DE2310: Theater Strategy Campaigning II**

This course takes an interdisciplinary approach to the study of military campaigning and joint operation planning. It focuses on the translation of national policy and guidance into theater-level campaign and contingency plans through the application of operational art and current U.S. joint doctrinal processes.

### **DE2312: Second Resident Course (SRC): Strategic Leadership in Current and Future Warfare**

As the capstone course for the Distance Education Program, the SRC examines strategic leadership and its application of military forces in current and future warfare. In the process, students assess and discuss the current issues facing the defense establishment, develop a better understanding of the interaction of the instruments of national power, and expand on their knowledge of the relationships between the Department of Defense and those organizations that influence the implementation of national security strategy. The SRC is followed by graduation.

### **Commandant's National Security Program (CNSP)**

The CNSP constitutes the final three days of the Second Resident Course. Each student seminar is joined by up to three distinguished civilian guests who become members of the seminar for that time period. The guests are from academia, the media, government, business, and other public sectors. Students, along with their new seminar members, closely examine current national security issues, aided by distinguished guest speakers.

## **Elective Courses**

Electives provide students with instruction in a specialized subject which builds on the knowledge gained during the two-year program and is either of personal or professional interest to the student. Courses in the Elective Program are designed to provide the opportunity for greater depth of study with an expert in a specific area of study. A full listing of elective courses can be found in the Electives Directorate.

### **DE2344: Program Research Project (PRP)**

The PRP is an opportunity to apply research and writing skills to strategic-level issues. This research effort results in a 5000-6000 word paper potentially suitable for outside publication.

### **DE2345: Personal Experience Monograph (PEM)**

The PEM provides the student an opportunity to reflect upon personal mission experiences – possibly at the tactical or operational level – and link them to strategic issues. The PEM supports the desire of the Chief of Staff of the Army to capture the experiences of those who have participated in combat or peace operations or who have had unique mission experiences and examine them within a strategic context. A PEM is 6000-7000 words in length and is written in a first-person narrative style for an audience of strategic leaders.

### **DE2346: Directed Study in Peace Operations, Stability Operations, or Irregular Warfare**

This is a mentored study of the seminal writings in these fields that influenced current U.S. government doctrine. Students survey important ideas and works through history to determine their influence on current thinking in one of these fields, including publications by the U.S. military, non-Defense agencies, academic institutions, and international organizations. Students research and analyze foundational works in peace operations, stability operations, or irregular warfare to determine their influence on U.S. operations and doctrine, and publish the results in a paper of approximately 5,000 words.

## **National Security Staff Ride**

During the FRC, students participate in a one-day trip to Washington, DC. Their interactions with Congress, government agencies, nongovernmental organizations, embassies, and think tanks strengthen their understanding of the interrelationships among these entities.

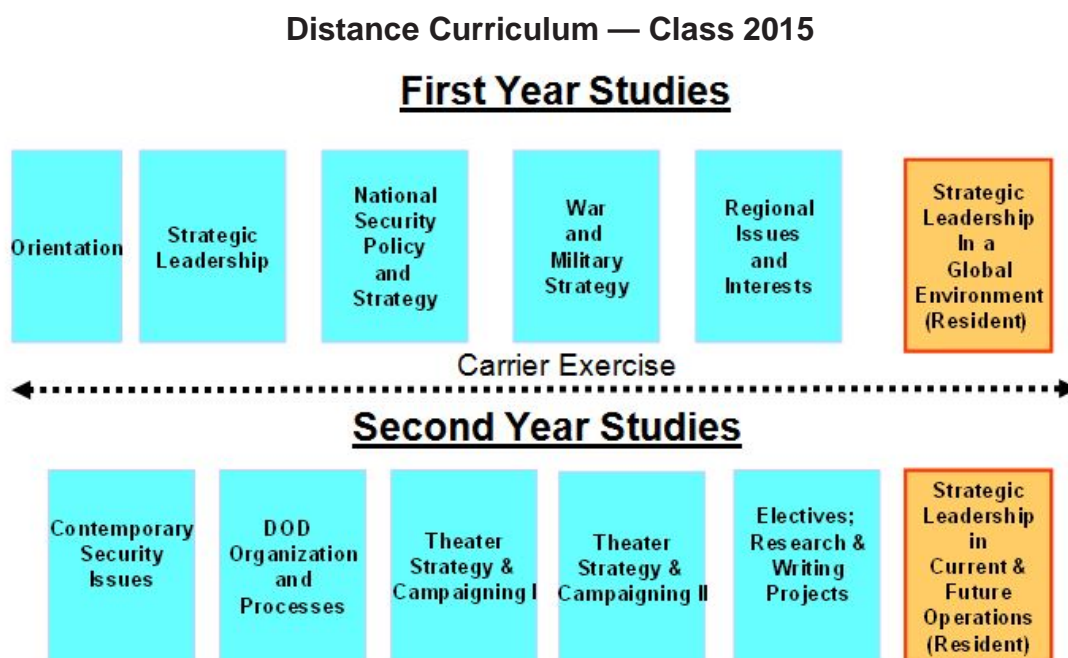
## **Antietam Staff Ride**

Scheduled during the FRC, the staff ride permits students to consider this 1862 Civil War battle, part of Robert E. Lee's first campaign into the North. Students evaluate the

actions of key leaders at the Battle of South Mountain, the siege of Harper's Ferry, and the culminating battle of the campaign on the banks of Antietam Creek.

### Gettysburg Staff Ride

Scheduled during the SRC, the staff ride to Gettysburg provides students the opportunity to study Lee's second and last major campaign into the North. It encourages students to consider Lee's and Jefferson Davis' strategy to wage a successful campaign and possibly affect the course of the war.



### Other Educational Offerings

#### Basic Strategic Art Program (BSAP)

BSAP provides officers newly designated into the Strategic Plans and Policy Functional Area 59 (FA59) an introduction to strategy and to the unique skills, knowledge, and attributes needed as a foundation for their progressive development as Army strategists. This program provides the basic qualification course for FA59 and forms part of the intermediate level education for these officers.

#### Joint Senior Reserve Component Officer Course (JSRCOC)

JSRCOC brings general and flag officers of the Reserve Components to Carlisle Barracks for one week. Fully integrated with the resident class, these officers exchange ideas with students on the challenges and capabilities of the Reserve Components.



## **Joint Flag Officers Warfighting Course (JFOWC)**

JFOWC is designed to educate future Division, Battle Group, Marine Expeditionary Force, and Wing commanders on joint warfighting. Established by the four Service Chiefs, its focus is at the theater strategic and Joint Task Force levels of operations. The course familiarizes students with theater campaign planning, joint crisis action planning, Interagency processes and DoD interface, theater command and control architecture, joint intelligence and information systems, space operations, strategic deployment, and joint logistics. The course is conducted at Maxwell Air Force Base, Alabama.

## **Combined/Joint Forces Land Component Commander Course (C/JFLCC)**

C/JFLCC focuses on preparing flag-level officers to function effectively as land component commanders. Students benefit from the mentorship of retired three- and four-star generals who have served in this capacity. The course develops senior leader competency in operational level warfighting, with particular focus on combined arms maneuver and wide area security, conducted in joint, interagency, intergovernmental and multinational environments. This seminar-based course challenges senior officers to examine the key elements of forming and executing functional land component commands at the theater/operational levels in support of the Joint Force Commander, and in conjunction with Combined/Joint Forces Air Component Commander, Combined/Joint Forces Maritime Component Commander, and Combined/Joint Forces Special Operations Commander component commands.

## **Senior Leader Seminar (SLS)**

SLS is a one-week leader development course that enhances the education of select senior Army colonels (generally 23 – 26 years of service), GS15 Department of the Army civilians and nominative position CSMs/SGMs who are either currently assigned, or projected for assignment, to key positions as advisors and staff officers for general officers and senior civilian leaders. The course also hosts select GS 15 federal civilians from across the U.S. interagency. The SLS offers an experience that is both broadening and educational, focused on increasing attendee preparation for service at the National level. The SLS is comprised of presentations and seminar sessions, facilitated by the U.S. Army War College (USAWC) faculty and mentored by a retired three star general officer senior facilitator. The SLS utilizes notable strategic level commentators from joint military, interagency, inter-governmental, non-governmental, media and academic communities to address current and future leadership, management, strategic and security issues.

## **Senior Leader Seminar Phase II (SLS PII) GO Course**

The SLS PII GO Course is a 30 day strategic leader development course that enhances the development of select general officers to prepare them for service at the national level. The course provides the student a learning experience focused on thinking,

leading, and communicating at the strategic level to improve their strategic-mindedness and their oral and written communication skills. The course objectives focus on developing and enhancing leader attributes and abilities within the following four theme areas: 1) Understanding the Army's role in National Security; 2) Demonstrating the ability to lead at the strategic level; 3) Understanding the principles of communicating strategically; and 4) Exercising the ability to communicate strategically both orally and in writing. The learning objectives enhance their ability to effectively navigate the JIIM environment and political landscape, both at home and abroad. The program is both broadening and educational. It focuses on preparing these Army leaders to serve effectively as key strategic leaders, as general officers, in critical positions of authority and responsibility for the Department of the Army (DA), joint staff and command, and other duties as directed by national command authority.

### **Strategic Leader Staff Ride (SLSR) Program**

The SLSR program brings together premiere U.S. Army War College faculty, historians and lecturers to educate small groups of business, academic, and government leaders for a unique leadership development experience. The three day seminar is designed for the corporate senior vice president level and above to discuss the intricacies of strategic leadership, critical thinking, personality in command and resourcing issues providing direct applicability to the dilemmas facing senior executives today. Staff rides may also be tailored for promising mid-level leaders, or "high potentials," including managers and directors, to introduce them to the similar concepts while building core leadership skills, self-awareness and team dynamics.

### **CSM/SGM Executive Education Course (CSEEC)**

The CSM/SGM Executive Education Course (CSEEC) is a two-week course that enhances the education of senior nominative-position Command Sergeant Majors/Sergeant Majors who are either currently assigned to, or projected for assignment to key positions as senior enlisted advisors and staff sergeant majors at the 1-2 star command (executive) level. The CSEEC offers an experience that is both broadening and educational, focused on increasing attendee preparation for service at the executive and strategic levels.

### **Defense Strategy Course (DSC)**

DSC is a four-and-a-half month online course offered twice each year for Majors and Lieutenant Colonels. Fifty active duty, 25 U.S. Army Reserve, and 25 Army National Guard officers may participate in each course. The course focuses on improving student understanding of the National Security Strategy of the United States in a complex and changing environment. Moreover, the course addresses the national security policymaking process and the relationship of the national elements of power to defense strategy.

## **Part V: Departments, Centers, and Institutes**

### **The School of Strategic Landpower (SSL)**

SSL develops and executes the primary senior level educational programs of USAWC. It has four departments: the Department of Command, Leadership, and Management; the Department of Distance Education; the Department of Military Strategy, Planning, and Operations; and the Department of National Security and Strategy. SSL executes both the Resident Education Program (REP) and the Distance Education Program (DEP).

### **Department of Command, Leadership, and Management (DCLM)**

DCLM provides seminar teaching in two of the six core courses of REP and offers electives in the areas of responsible command, leadership, and management. The two core courses are Strategic Leadership and Defense Management. The department is also responsible for the National Security Staff Ride to the National Capital Region, the Omar Bradley Chair of Strategic Leadership (with associated elective), and the Transformation Chair. The DCLM publishes the reference text “How the Army Runs: A Senior Leader Reference Handbook” and the “Strategic Leadership Primer.”

### **Department of Distance Education (DDE)**

DDE provides instruction through nonresident and resident models that, like the REP, prepares its graduates for strategic leadership positions in their respective agencies. The distance education curriculum parallels the resident curriculum. The distance education faculty is organized into two teams, one for First Year Studies and the other for Second Year Studies.

### **Department of Military Strategy, Planning, and Operations (DMSPO)**

DMSPO provides education within the REP core curriculum, electives, and special programs. Its educational focus is on implementing national military strategy – i.e., the theater strategic aspects of campaign design and planning. It addresses the role that the National Security Strategy, the National Defense Strategy, and the National Military Strategy play in guiding theater security cooperation plans, determining theater strategies, and designing and developing campaign plans. The Department is also responsible for a variety of theater strategic programs, i.e., the Advanced Strategic Art Program (ASAP) and the Joint Warfighting Advanced Studies Program (JWASP).

### **Department of National Security and Strategy (DNSS)**

DNSS facilitates seminar learning in three of the six REP core courses and offers electives relating to the theories of war and strategy, national security policy and strategy, and regional studies. The core courses are Theory of War and Strategy,

National Security Policy and Strategy, and the various Regional Studies courses. The department is also responsible National Security Seminar Week, and the National Security Staff Ride to New York City. Additionally, DNSS administers two special elective academic programs, the Eisenhower Series College Program and the National Security Policy Program (NSPP). The DNSS also publishes the two-volume U.S. Army War College Guide to National Security Issues.

### **Strategic Studies Institute (SSI) and USAWC Press**

The Strategic Studies Institute and U.S. Army War College Press (SSI) conducts and publishes independent strategic analysis that develops recommendations for addressing key national security issues. The SSI is unique in that it is the only DoD research institute that focuses on Strategic Landpower. The SSI is essential to the U.S. Army War College education mission, providing current and rigorous strategic analysis to feed the USAWC curricula, as well as the curricula of other DoD PME schools. The SSI researchers participate in the delivery of the USAWC curricula through guest lectures, teaching electives, teaching DDE courses, and advising student research projects. Additionally, they advise USAWC Fellows and Chief of Staff, Army Senior Fellows.

SSI directly supports the Army's strategic communication mission through execution of the Army's Academic Engagement Program and wide distribution of SSI publications. The SSI research professors identify, research, and analyze relevant national security issues, and disseminate research results via timely, well-written publications. Research focuses on strategic matters, with a particular emphasis on the role of Landpower in joint, interagency, intergovernmental and multinational contexts.

SSI's research and publication goals are to develop, promulgate, and analyze key national security issues and recommend strategic options to Army, DoD, and national leaders. Additionally, SSI serves as a valuable source of ideas, criticism, innovative approaches, and independent analyses, as well as a venue to expose external audiences to the U.S. Army's contributions to the Nation.

The USAWC Press is a leading publisher of independent strategic analysis that develops recommendations to inform Army, DoD, and national leadership of strategic options in reference to key national security issues. The Press provides editorial, distribution, SSI Newsletter, and SSI electronic marketing support, and is the point of contact for publication requests. The flagship publication of the USAWC Press is *Parameters*, a peer-reviewed quarterly journal.

### **Center for Strategic Leadership and Development (CSLD)**

CSLD develops senior leaders and supports the strategic needs of the Army by: 1) educating senior military and civilian leaders on Landpower at the operational and strategic levels; 2) developing expert knowledge and solutions for the Operating and Generating Force; and 3) conducting research activities, strategic exercises and strategic communication. The CSLD is organized into three departments: the

Department of Senior Leader Education and Training, the Department of Landpower Concepts, Doctrine and Wargaming, and the Department of Technology Integration (DTI).

### **Department of Senior Leader Education and Training (SLET)**

SLET has primary responsibility for educating mid-grade and senior military and civilian leaders on Landpower at the operational and strategic levels. The department provides lead in support of the U.S. Army War College mission to serve as the Chief of Staff's Executive Agent for the Joint Flag Officer Warfighting Course (JFOWC). It conducts the Combined/Joint Force Land Component Commander courses (C/JFLCC), the Senior Leader Seminar (SLS) course, and the Strategic Leader Staff Ride (SLSR) Program. The SLET also conducts the Basic Strategic Arts Program (BSAP) course and supports proponent activities for Functional Area 59 (Strategist). SLET maintains and operates strategic and joint command, control, communications, computers, intelligence, surveillance, and reconnaissance interfaces for operational and academic use. Lastly, the SLET conducts a variety of exercises and electives to include: the International Fellows Strategic Crisis Negotiation Exercise (IFSCNE); the International Strategic Crisis Negotiation Exercise (ISCNE); and the Joint Land, Air, and Sea Strategic Exercise (JLASS-EX) elective courses.

### **Department of Landpower Concepts, Doctrine and Wargaming (LCDW)**

LCDW has primary responsibility for developing expert knowledge and solutions for the Army. Key functions include: 1) development and execution of experiential learning activities related to geopolitical and strategic military decision making in support of the Headquarters, Department of the Army, Staff; 2) develop, review, and provide editorial feedback on Joint and Army concepts and doctrine that impact strategic leaders and their organizations; and 3) develop and deliver automated applications, tools, and scenarios to support strategic-level experiential learning events.

### **Department of Technology Integration (DTI)**

DTI enables Collins Hall as an education center and high technology laboratory to apply modern information-age technology to strategic-level decision making via wargames, simulations, conferences, seminars, and activities. Besides their primary missions, all three departments share responsibility for the CSLD mission task of conducting research activities, strategic exercises, and strategic communication. In addition, the three departments establish and sustain habitual relationships with all Geographic Combatant Commands (especially associated Army and USMC component commands), the Department of Homeland Security, and Army and Joint staff sections and organizations.

## **U.S. Army Peacekeeping and Stability Operations Institute (PKSOI)**

PKSOI is the Army's center of excellence for stability and peace operations at the strategic and operational levels. Additionally, it is the Secretary of the Army's designated joint proponent for peacekeeping and stability operations (PSO). In leading the collaborative development and integration of joint capabilities for PSO, the Institute facilitates policy, concept, and doctrine development. It conducts senior leader education and supports joint, interagency, and multinational partners in PSO education and training. Finally, PKSOI collects, evaluates, and disseminates lessons learned across the PSO community of interest.

PKSOI is structured as a joint, interagency, intergovernmental, and multinational organization capable of supporting a wide range of U.S. and multinational initiatives at the strategic and operational level in the area of PSO. This capacity includes support to combatant commanders, joint force commanders, and U.S. government agencies. Additionally, PKSOI works closely with a variety of non-governmental and academic institutions that are focused on the conduct of operations in the areas of stabilization, peacekeeping, and peacebuilding.

## **U.S. Army Heritage and Education Center (USAHEC)**

The U.S. Army Heritage and Education Center (USAHEC) makes contemporary and historical materials available to inform research, educate an international audience, and honor Soldiers, past and present. The Center is the first choice for anyone researching the history, organization, development, and future of the U.S. Army—for publication, course development, and official or public projects or programs. AHEC supports the USAWC curriculum and the history related needs of senior army leaders, through its library, archive, and museum services.

## **Senior Leader Development and Resiliency Program (SLDR)**

Senior Leader Development and Resiliency Program (SLDR) conducts leader development and education in the human dimension of war. SLDR offers opportunities in three subordinate programs: the Strategic Leadership Feedback Program, centered on strategic leadership development using a unique, state-of-the-art 360 degree multi-rater assessment; the Senior Leader Resiliency and Education Program, which enhances strategic leader capacity by enhancing resiliency levels and improving human performance in the areas of leader presence, physical risk mitigation, and stamina; and the Military Family Program which is focused on senior spouse education and leadership development in order to best meet future responsibilities. Overall, the SLDR is focused on developing self-awareness through leader feedback and leader resiliency, which promote personal and professional growth at the strategic level.



## **Part VI: Student Body and Student Life**

### **Student Profile**

USAWC provides professional military education for military officers of all services in the grade of lieutenant colonel (commander) and colonel (captain). International Fellows of similar grade attend, as well as federal civilians with equivalent seniority. The average military student is 44 years old and has completed roughly 21 years of service. All military officers possess a college degree, over two-thirds hold a graduate degree, and around one-fourth have commanded at the battalion equivalent or higher level.

### **Class Organization**

Class officers perform duties for the entire academic year. The REP Class President is nominated from the colonel population by the department chairs and appointed by the Commandant. The Class President represents the class with the College leadership and appropriate external agencies. He or she: 1) calls and conducts class meetings; 2) appoints committees for class activities (e.g., sports, social, gift, community activities, etc.); 3) supervises the operation of the class fund; 4) keeps the College leadership informed of all class activities; and 5) prepares recommendations for guidance to the next class president.

The International Fellows select one of their own to serve simultaneously as the International Fellows President and the Class Vice President. The Civilian Student Representative is nominated by the USAWC Senior Civilian Adviser. The Vice President and Civilian Student Representative serve as spokespersons for their student groups and support the Class President in selected activities mutually agreed upon. The Treasurer and the Secretary are nominated by the Senior Service Representative from those officers selected to attend from respective services. The Air Force is responsible for the Secretary's position and the Navy/Marine Corps for the Treasurer's position. They perform functions appropriate to those offices and as assigned by the Class President.

The faculty teaching team selects a student to serve as Seminar Group Chairperson. This individual serves as the key information link between the seminar group and the Class President. The Chair is responsible for administrative matters concerning the seminar group. While the Seminar Group Chairperson's responsibilities generally are nonacademic in nature, chairs may assist the faculty team by coordinating seminar group accomplishment of tasks for which the group as a whole is responsible. The Faculty Instructor and the Seminar Group Chair will agree upon specific details and responsibilities. The Chairperson, in concert with the faculty team and the seminar, determines internal organization of the seminar group at large. Various subgroups and assistants may be appointed to support academic, administrative, and social functions.

## **What to Expect**

The USAWC educational experience marks a significant career transition for most students. It prepares them to deal with national security problems that are complex, ambiguous, and lack a clearly-defined endpoint. To help students make the transition, the curriculum is designed to be relevant and rigorous. Students work hard throughout the course at the conceptual level, researching, analyzing, and evaluating issues in depth to bring informed, critical judgment to every task they encounter. The USAWC experience helps students evolve from a world of tactical orientation and close supervision to one characterized by complexity, and ambiguity in which they must cooperate to achieve success. Joint and multinational organizations, issues, and operations are paramount in this “new” world.

The curriculum is designed to help students cultivate the art of critical thinking. There are at least two sides to every issue and there are no “approved” or “school” solutions. Unexamined acceptance of assumptions and the status quo is neither expected nor desired. High quality conceptual thinking can only result from close, detailed, reflective study of a wide range of military disciplines, and it can only be done by imaginative people who have trained themselves to think logically about tough problems. Logical thinking about complex and ambiguous issues should be a goal during the academic year.

During seminar sessions, students will face the challenge of submitting their ideas to the critical analysis of their faculty instructors and peers. Both faculty and students possess an exceptional range of expertise. Similarly, students will find ample opportunity to exercise the fine art of dialogue by engaging daily in logical, tactful, and persuasive reasoning about ambiguous topics.

Academic programs are scheduled so that each activity contributes to a student’s development as an informed, thoughtful, and effective national security professional. The curriculum will keep students busy and involved, but also will allow time for reflection, individual study, and research essential for genuine intellectual growth.

Students will likely need to break some old habits, improve existing critical skills, and develop new competencies. To succeed in the strategic environment will require future senior leaders to think differently than they have in the past. To that end, the USAWC curriculum is rooted in the theory and application of strategy.

## **Carlisle Experience Program**

The Carlisle Experience is defined as the collection of academic and non-academic activities presented to students and their families that foster individual assessment and development while preparing them for service as senior leaders at the strategic level. This experience is different from any other Senior Service College in that most of our students live with their families on post or in the adjacent town of Carlisle. Living on post promotes strong and enduring relationships among the students and their families.

The Carlisle Experience Program has four objectives:

1. Promote in each student a new identity as a senior national security leader at the strategic level.
2. Seek balance and resilience in students and their families.
3. Afford students the opportunity to reflect on their current/future role in the profession and enhance self-awareness.
4. Synchronize the many professional, social, and community opportunities available to students and ensure all activities support students' academic and professional development.

### **Student Housing**

All student homes are three and four bedroom and are either a duplex or a single level apartment. First priority for on-post housing goes to accompanied military members (U.S. and International). Second priority goes to unaccompanied U.S. military members (U.S. and International). Third priority goes to civilian students. On-post housing is unfurnished. There are furniture rental agencies, as well as furnished rental homes, in the local community.

### **On Post Shopping, Restaurant, and Child Facilities**

Carlisle Barracks has a commercial complex consisting of a laundry/dry cleaner, Commissary, and Post Exchange that provide military students the ability to conduct some of their shopping within walking distance of their homes. This complex also includes a food court and barber shop. In addition, a credit union for banking needs is available for use by all students and employees. The Letort View Community Center, while not in the shopping area, offers event oriented dining opportunities for the USAWC community; seasonally the Letort View Community Center offers evening social activities at the "Tiki Bar" pavilion or "Joint Pub." The Moore Child Development Center (Building 455) provides full-day, part-day and hourly care programs for children from 6 weeks through 5 years of age.

### **Medical Support**

Dunham Army Health Clinic provides medical care for resident military students (and Distance Education students when attending summer sessions), the uniformed faculty, and retired military personnel. Dunham is capable of providing primary medical care and is equipped for routine outpatient medical conditions. Family Practice is the primary clinical service available, including limited pediatric and gynecological care. The clinic does not have an emergency room or inpatient capability, but emergency medical services are available in the local community. Students requiring hospitalization or medical care from specialists are referred to military treatment facilities at Fort Meade

(Maryland), Bethesda Naval Hospital (Maryland), Walter Reed Army Hospital (Washington DC), or local or regional medical facilities. Dunham also provides comprehensive dental care to all active duty personnel and has optometry services as a part of its health care offerings.

### **Religious Services**

Carlisle Barracks has a Memorial Chapel that serves the religious needs of the students, staff, and faculty. The Chapel has in residence Protestant and Catholic Chaplains. The Chapel offers religious education programs, activities for youth, and a number of activities for young and mature adults. In addition, the Chapel can offer information on the locations of Jewish services. Though no special services are offered for followers of the Islamic faith, a small prayer room is provided in Upton Hall for Muslim students.

### **Morale, Welfare, and Recreation Activities**

Carlisle Barracks offers a full range of Morale, Welfare, and Recreation activities. These include Information, Ticketing, and Registration; Outdoor Recreation; Letort View Community Center; Army Community Service; Golf Course; Youth Services; Sports Programs; Strike Zone Bowling Center; and Barracks Crossing Studios (offers framing and engraving, auto care, and special arts and crafts on a seasonal basis).

### **Carlisle Community**

Adjacent to the post the city of Carlisle, with an estimated population of 20,000, offers additional shopping and restaurant facilities for USAWC students. Harrisburg, with an estimated population of 500,000, is 20 minutes away and offers a full range of facilities and services. The major metropolitan areas of Washington DC, Baltimore, and Philadelphia are approximately two hours away, and New York City is approximately four hours from Carlisle.

## Part VII: Organization and Governance

### USAWC Senior Leadership and Staff

The Commandant is an Army major general who commands the U.S. Army War College, including the Carlisle Barracks garrison.

William E. Rapp, Major General, Commandant; B.S., U.S. Military Academy; M.A., Stanford University; M.S.S., U.S. Army War College; Ph.D., Stanford University.

The Command Sergeant Major (CSM) is the senior enlisted advisor to the Commandant and of Carlisle Barracks. The CSM is responsible for ensuring high standards of order and discipline are met and maintained by the USAWC staff, faculty and student body. The CSM interacts with students and provides senior noncommissioned officer perspective to their learning experience. The CSM is responsible to the Chief of Staff of the Army (CSA) and Sergeant Major of the Army (SMA) for the strategic education of senior sergeants major.

Malcom D. Parrish, Command Sergeant Major, U.S. Navy Senior Enlisted Academy.

The Ambassador is the principal advisor to the Commandant on all aspects of Inter-Agency and international relations and collaboration. The Ambassador also provides guidance and advice to students, faculty, and our national security community about the Department of State.

Daniel L. Shields, Ambassador, Department of State; B.S., Georgetown University; M.S., U.S. National War College.

The Deputy Commandant is second in command to the Commandant. He supervises the execution of command decisions and policies and provides oversight of the daily execution of the college's missions.

David Funk, Colonel, Deputy Commandant; B.S., U.S. Military Academy; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; M.S.S., U.S. Army War College.

The Provost works on behalf of the Commandant to advance the USAWC's excellence as an educational institution. He is the chief academic officer and one of the Commandant's two principal subordinates (with the Deputy Commandant). He supervises all academic and leader development programs to ensure quality, coordination, and integration. He assists the Commandant in setting strategic direction in five principal areas: education, faculty, students, research, and support. The Provost oversees the functions of the Office of the Registrar and Institutional Assessments Office.

Lance Betros, Provost; B.S., U.S. Military Academy; M.S., U.S. National War College; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; Ph.D., University of North Carolina at Chapel Hill.

Deborah L. Hanagan, Colonel, Deputy Provost; B.S., U.S. Military Academy; M.A., Political Science Institute, Aix-en-Provence, France; M.A., Monterey Institute of International Studies; A.B.D., King's College London.

G.K. Cunningham, Associate Provost; B.A., Pennsylvania State University; M.L.L.S., Duquesne University; Ph.D., Capella University.

Christopher W. Fowler, U.S. Army War College Registrar; B.S., U.S. Military Academy; M.S., Rensselaer Polytechnic Institute and Georgia Institute of Technology; M.S.S., U.S. Army War College; Ph.D., Georgia Institute of Technology.

Michael V. McCrea, Director, Institutional Assessment; B.S., U.S. Military Academy; M.S., U.S. Naval Postgraduate School; M.S.S., U.S. Army War College; Ph.D., Virginia Polytechnic Institute and State University.

The Chief of Staff coordinates command policies, orders, and instructions pertaining to USAWC, the Carlisle Barracks installation, and its tenant units. The Chief supervises the USAWC staff, coordinates with the Army staff, and conducts routine business on behalf of the Commandant.

Robert M. Balcavage, Colonel, Chief of Staff; B.S., U.S. Military Academy; M.S.A., Central Michigan University; M.S.S., U.S. Army War College.

William C. Coker, Lieutenant Colonel, G1; B.S., Cameron University; M.S., Long Island University.

Tonya S. Heinbaugh, Ms., G2; B.A., Pennsylvania State University, SFPC.

Robert P. Wade, Colonel, G3; B.A., Wheeling College; M.A., University of Phoenix; M.S.S., U.S. Army War College.

Jennifer I. Bower, Lieutenant Colonel, G4; B.A., Lebanon Valley College; M.A., Ohio State University.

Jason L. Hester, Lieutenant Colonel, Chief Information Officer/Assistant Chief of Staff, G-6; B.S., U.S. Military Academy; M.S., University of Illinois Urbana; M.S., U.S. National Defense University.

Lynn L. Snyder, G8; B.S., Penn State University; M.B.A., University of Wisconsin.

John J. Burbank, Colonel, G9; B.S., Michigan Technological University; M.A., Indiana



University; M.S.S., U.S. Army War College.

The Assistant Commandant for Outreach and Advancement develops the Commandant's communication program; represents the USAWC brand to military, public and private organizations; and identifies needs for private funding through the Army War College Foundation and Army Heritage and Education Center Foundation.

Patrick K. Dixon, Assistant Commandant for Outreach; B.S., The Citadel; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; M.S.S., U.S. Army War College.

The Senior Service Representatives from the U.S. Air Force, U.S. Navy, and U.S. Marine Corps; Army National Guard Adviser; Director, Reserve Component Integration/U.S. Army Reserve Adviser assist the Commandant in his responsibilities for the overall direction of the USAWC. Each individual is the designated representative of the chief of their service or head of their organization. In addition to acting as special staff officers to the Commandant, they serve as members of the USAWC faculty.

Mark F. Light, Captain, U.S. Navy Senior Service Representative; B.S., University of Southern California; M.A., U.S. Naval War College; M.S.S., U.S. Army War College.

Roger J. McFadden, Colonel, U.S. Marine Corps Senior Service Representative; B.A., University of Washington; M.A., U.S. Naval War College.

Lynn I. Scheel, Colonel, U.S. Air Force Senior Service Representative; B.S., Purdue University; M.S.S., Air Command and Staff College; M.S.S., School of Advanced Air and Space Studies.

Edward J. Siegfried, Colonel, Senior National Guard Advisor; B.S., North Carolina A&T State University; M.Ed., Pennsylvania State University; M.M.S., U.S. Marine Corps University; M.S.S., U.S. Army War College.

F. Scott Main, Colonel, Senior Army Reserve Advisor; B.S., University of Oregon; M.A., Webster University; M.S.S., U.S. Army War College.

Executive Services provides protocol expertise in support of the Commandant's Key Leadership Engagements and Strategic Outreach program. Plans, coordinates and executes official and social requirements associated with conferences, courses, meetings, briefings and visits of DV-1 (i.e. President of the United States) through DV-6 (i.e. General/Flag Officer) distinguished visitors, civilian equivalents and foreign dignitaries, to include NATO, NGOs and diplomatic missions.

David O. Andino-Aquino, Director; B.A., Sacred Heart University; M.A., Webster University.

## **USAWC Board of Visitors (BOV)**

The USAWC BOV was established in accordance with Army Regulation 15-1, Committee Management. It advises the Commandant on educational and institutional issues and serves as an oversight body for academic accreditation. The USAWC BOV normally meets twice a year at Carlisle Barracks. Currently serving members are listed below.

Ms. Linda Robinson. Presiding Chair and member since June 29, 2010. She is a longtime member of the International Institute of Strategic Studies (IISS) and the Council on Foreign Relations. She is a consultant with Booz Allen Hamilton on national security and interagency issues, and writes and lectures to a wide variety of audiences on irregular warfare and insurgency, leadership, and media and communications issues.

Dr. George Atkinson. Member since March 2009. Dr. Atkinson is the Director for the Institute on Science for Global Policy at the University Of California.

Mr. Frederick Downey. Member since March 2009. Mr. Downey is the Vice President for National Security Aerospace Industries Association.

Dr. Gary L. Guertner. Member since February 2012. Dr. Guetner is currently adjunct Professor at the University of Arizona and the Bush School at Texas A and M where he teaches courses on National Security and American Foreign Policy.

Dr. Scott A. Snook. Member since February 2013. Dr. Snook is currently the MBA Class of 1958 Senior Lecturer of Business Administration at the Harvard Business School.

Mr. Robert M. Soeldner. Member since February 2013. Mr. Soeldner is currently the Chief Operating officer of RWE Supply & Trading SA Switzerland and oversees daily management and operations for Sales & Origination.

Dr. Michael A. Wartell. Member since 2011. Dr. Wartell is the former Chancellor of Indiana University-Purdue and a Professor of Chemistry. He also serves as the Chair of the Army Education Advisory Committee.

## **School of Strategic Landpower (SSL)**

The Dean of the School of Strategic Landpower is responsible the Resident and Distant Education Programs. The Dean supervises the academic teaching departments, and establishes the educational philosophy and objectives necessary to guide the SSL academic program.

Richard A. Lacquement, Jr., Dean; B.S., U.S. Military Academy; M.S.S., U.S. Army War College; M.A., U.S. Naval War College; M.P.A., M.A., and Ph.D., Princeton University.

Randall K. Cheeseborough, Colonel, Deputy Dean; B.S., South Carolina State University; M.S., University of Louisville; M.S.S., U.S. Army War College.

Julie T. Manta, Associate Dean; B.A., La Salle University; M.P.A., Pennsylvania State University; M.S.S., U.S. Army War College.

Michelle D. Winegardner, Commander, U.S. Navy, Experiential Learning Officer; B.S., University of Maryland; M.B.A., University of Phoenix; M.S.S., U.S. Army War College.

### **Department of Command, Leadership, and Management (DCLM)**

Robert M. Mundell, Colonel, Chairman; B.S., California University of PA; M.S.S., U.S. Army War College.

Charles D. Allen, Professor of Leadership and Cultural Science; B.S., U.S. Military Academy; M.S., Georgia Institute of Technology; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; M.S.S., U.S. Army War College; A.B.D., University of Maryland.

R. Craig Bullis, Professor of Management; B.A., Stephen F. Austin State University; M.S., Ph.D., Texas Technical University.

Lance D. Clark, Colonel (Select), U.S. Air Force, Director, Research, Development & Acquisition; B.S., Texas A&M University; M.S., Eisenhower School, National Defense University; M.S.S., Air Command and Staff College; M.S., Air Force Institute of Technology.

Bryan S. Coon, Colonel, U.S. Air Force, Director, Strategic Management Systems; B.S., U.S. Air Force Academy; M.S., Georgia College; M.S. Air Force Institute of Technology.

Bryan DeCoster, Colonel, Director, Command & Leadership Instruction; B.S., U.S. Military Academy; M.S.S.I, National Defense Intelligence College; M.S.S., U.S. Army War College.

Joseph P. Diminick, Colonel, Director, Human Resources Management Systems; B.S., U.S. Military Academy; M.A., University of Illinois; M.B.A., Oklahoma City University; A.B.D., University of Illinois.

Edward J. Filiberti, Professor of Force Management Studies; B.S., U.S. Military Academy; M.S.A., Central Michigan University; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; M.U.R.P., University of Hawaii; M.S.S., U.S. Army War College.

Jeffrey W. French, Colonel, Director, Military Requirements and Capabilities; B.S., U.S. Military Academy; M.A., Texas A&M University; M.S.S., U.S. Army War College; A.B.D., Texas A&M University.

Thomas P. Galvin, Professor of Resource Management; B.A., Carnegie Mellon University; M.S., Naval Postgraduate School; M.S.S., U.S. Army War College.

Frederick J. Gellert, Colonel, Director, Force Development; B.S., Wayne State University; M.S., Rensselaer Polytechnic Institute; M.S.S., U.S. Army War College.

Stephen J. Gerras, Professor of Behavioral Sciences; B.S., U.S. Military Academy; M.S., Ph.D., Penn State University; M.S.S., U.S. Army War College.

Mark Haberichter, Colonel, U.S. Air Force, Director, Human Resources Management Systems; B.A., University of Iowa; M.M.A.S., School of Advanced Military Studies, U.S. Army Command and General Staff College; M.S.S., U.S. Air War College.

Andrew A. Hill, Professor of Organizational Studies; B.A., Brigham Young University; M.P.P., University of California; Ph.D., Harvard Business School.

Mark F. Light, Captain, U.S. Navy, Director, Mobilization Management and Industrial Preparedness; B.S., University of Southern California; M.A., U.S. Naval War College; M.S.S., U.S. Army War College.

Andrew J. Lippert, Director, Command and Leadership Studies; B.S., U.S. Military Academy; M.S.A., Central Michigan University; M.S.S., U.S. Army War College; A.B.D., Temple University.

F. Scott Main, Colonel, Reserve Component Integration Coordinator; B.S., University of Oregon; M.A., Webster University; M.S.S., U.S. Army War College.

Richard M. Meinhart, Professor of Defense and Joint Processes; B.S., Lehigh University; M.A., Central Michigan University; M.A., U.S. Naval War College; Ph.D., George Washington University.

Kimberly M. Miller, Commander, U.S. Navy, Director, Human Resources Management; B.A., University of Wisconsin; M.A., Webster University.

Benjamin Nutt, Colonel, Director, Leader Development; B.S., University of Arkansas; M.B.A., Colorado Technical University; M.S.S., U.S. Army War College.

Matthew A. Richards, Colonel, Human Resource Management; B.S., Bloomsburg University; M.P.A., Western Kentucky University; M.S.S., U.S. Army War College.

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Edward J. Siegfried, Colonel, Senior National Guard Advisor; B.S., North Carolina A&T

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